

**THE EFFECT OF OPINION POLL ACTIVITIES TOWARD  
STUDENTS' SPEAKING ABILITY AT THE SECOND  
YEAR OF ISLAMIC SENIOR HIGH SCHOOL  
DINIYAH PUTRI PEKANBARU**



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1434 H/2013 M**

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A Thesis

Submitted as a Parial Fulfillement of the Requirements  
For Getting Bachelor Degree of Education  
(S.Pd.)



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## **ACKNOWLEDGEMENT**

In the name of Allah, the most gracious and the most merciful, praise belong to Allah Almighty, the lord of Universe. Through his guidance and his blessing, this academic writing has been completed. Regard and pray to our prophet Muhammad peace upon him. I am indebted to my beloved parents (Sartuni and Rohana) and my sisters (Rahmayunita and Nurhidayati) and my brother Sobri who always give motivation, spirit, and meaningful love in my life. It could not have been written without you.

The title of this thesis is The Effect of Opinion Poll Activities toward Students' Speaking Ability at the Second Year Students of Madrasah Aliyah Diniyah Putri Pekanbaru.

The thesis has been given much contribution by people. The writer would like to give the great thanks to:

1. Prof. Dr. H. M. Nazir, the Rector of State Islamic University of Sultan Syarif Kasim Riau.
2. Drs. H. Promadi, MA, Ph.D the Dean of Education and Teacher Training Faculty and all staff.
3. Dr. Hj. Zulhidah, M. Pd, the Chairperson of English Education Department.
4. Dedy Wahyudi, M. Pd, the Secretary of English Education Department.
5. Dr. H. Abdullah Hasan, M.Sc as my supervisor who always gives me corrections, suggestions, advices, and guidance in finishing this thesis.

6. All Lecturers who have given me their knowledge and information through the meeting in the class or personally.
7. The Headmaster of Madrasah Diniyah Putri Pekanbaru, Drs. Musdari, the English teacher and also my brother Antonius Eka Putra, S. Pd, and all staff that really help me in finishing this research.
8. My beloved someone special Afrianto, thanks for your support, motivation, help and praying.
9. My best friend Dian Rinasari, Liesma Hariani, Rozuna, Yusrneli Elza, Indra, Widia, Satria, and Candra who has given me support and motivation.
10. My classmates, all of the member of Class A 07 thanks for your support. We always be classmates and friends forever.
11. For all people who have given me the great support in conducting and finishing this thesis, this cannot be written one by one.

Finally, the writer really realizes that there are many weaknesses in the thesis. Therefore, constructive critiques and suggestion are needed in order to improve this thesis.

May Allah Almighty, the Lord or universe bless you all. Amin...

Pekanbaru, 12 March 2013

The Writer

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## ABSTRACT

**Hardiati (2013): The Effect of Opinion Poll Activities toward Students' Speaking Ability at the Second Year of Islamic Senior High School Diniyah Putri Pekanbaru**

Based on the preliminary research at the Second Year Students of Islamic Senior High School of Diniyah Putri Pekanbaru, it was found that some of the students' speaking ability still was low. It was caused by some factors. For example, Some of the students have lack vocabulary; Some of the students are not able to speak English fluently; Some of the students are not able to speak English in correct grammar; Some of the students are not able to comprehend in English accurately; and Some of the students are not able to pronounce English accurately.

The research was administered at Islamic Senior High School of Diniyah Putri Pekanbaru. The subject of the research was the second year students of Islamic Senior High School of Diniyah Putri Pekanbaru, and the object of this research was to find out whether there is significant effect of opinion poll activities toward students' speaking ability at the second year of Islamic senior high school Diniyah Putri Pekanbaru.

The type of research used was pre experimental research. The researcher used one group pretest-posttest design. The researcher used one class as a sample that consists of 16 students. The students were given pre-test before giving the treatment and post-test were given after the treatment. The technique of collecting data was the test. The test was used to collect the data of students' speaking ability at the second year students of Islamic Senior High School Diniyah Putri Pekanbaru. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between pretest and posttest by using SPSS 16 version. The students' score was compared with T-table which considered with degree of freedom (df).

Based on the data analysis, researchers found there is significant effect of opinion poll activities toward students' speaking ability at the second year of Islamic senior high school Diniyah Putri Pekanbaru. It can be seen from T-test calculation. T-test calculating is 19.79. It is higher than standard on the critic table of the T-test that is 2.95 in 1% or 2.13 in 5%. It can be read  $2.13 < 19.79 > 2.95$ . Regarding the result above,  $H_a$  is accepted and  $H_o$  is rejected.

## ABSTRAK

**Hardiati (2013): Pengaruh dari Aktivitas Opinion Poll terhadap Kemampuan Bicara Siswa pada Tahun Kedua Madrasah Aliyah Diniyah Putri Pekanbaru**

Berdasarkan studi pendahuluan peneliti pada siswa tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru, ditemukan bahwa kemampuan berbicara siswa masih rendah. Dan itu disebabkan oleh beberapa faktor misalnya: Sebagian siswa memiliki kosa kata yang sedikit; Sebagian siswa tidak mampu berbahasa Inggris dengan lancar; Sebagian siswa tidak mampu berbahasa Inggris dengan tata bahasa (grammar) yang benar; Sebagian siswa tidak mampu ; dan sebagian siswa tidak mampu

Penelitian diadakan di Madrasah Aliyah Diniyah Putri Pekanbaru. Subjek dari penelitian ini adalah siswa tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru dan objek dari penelitian ini adalah pengaruh dari Aktivitas Opinion Poll terhadap kemampuan bicara siswa pada tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru.

Jenis penelitian yang digunakan adalah penelitian pre-experimen. Peneliti menggunakan 1 kelas sebagai sampel yang terdiri dari 16 siswa. Sebelum memberikan treatment murid diberikan pre-test dan post-test setelah treatment. Tes digunakan untuk mengumpulkan data tentang kemampuan berbicara siswa pada tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru. Untuk menganalisis data penulis menggunakan rumus T-test untuk menemukan perbedaan nilai rata-rata siswa antara pretest dan posttest dengan menggunakan SPSS 16. Nilai siswa dibandingkan dengan T- table dengan memperhitungkan standar deviasi(df).

Berdasarkan analisis data, peneliti menemukan bahwa terdapat pengaruh yang signifikan dari penggunaan Aktivitas Opinion Poll terhadap kemampuan berbicara siswa pada tahun kedua Madrasah Aliyah Diniyah Putri Pekanbaru. Hal ini dapat dilihat dari perhitungan T-test. Nilai T-test adalah 16.98. Nilai ini lebih tinggi dari nilai kritis dari nilai t pada table yaitu 2.90 pada taraf 1% atau 2.11 pada taraf 5%. Dengan demikian  $2.11 < 16.98 > 2.90$  berdasarkan hasil di atas dapat disimpulkan bahwa  $H_a$  diterima dan  $H_o$  ditolak.

## هاردياتي (2013): تأثير أنشطة تصويت الرأي إلى قدرة بالمدرسة دينية فوتري باكنبارو.

بالأساس على الدراسة الأولية على طلاب الصف بالمدرسة دينية فوتري باكنبارو رأت الباحثة عدة الأعراض التي تدل على انخفاض قدرة الطلاب على التكلم ما تؤثرها عدة العوامل منها: ليلة، بعض الطلاب لا يقرءون على التكلم باللغة الإنجليزية فصيفة، بعض الطلاب لا يقدرون على التكلم باللغة الإنجليزية طبقاً للقواعد اللغوية، بعض الطلاب لا يفهمون اللغة الإنجليزية دقيقة، بعض الطلاب لا يقدرون على تلفيز اللغة الإنجليزية دقيقة.

دينية فوتري باكنبارو. الموضوع في هذه الدراسة طلاب الصف الثاني بالمدرسة دينية فوتري باكنبارو و الهدف في هذه الدراسة تأثير أنشطة تصويت الرأي إلى قدرة الطلاب على التكلم لطلاب الصف الثاني بالمدرسة دينية فوتري باكنبارو.

هذه الدراسة على نوع شبه التجربة. ت الباحثة فصلاً واحداً لعينات الدراسة فيه 16 . يستخدم الاختبار لجمع البيانات عن قدرة الطلاب على التكلم لطلاب الصف الثاني بالمدرسة دينية فوتري باكنبارو. تقنية تحليل البيانات هي صيغة ت-

-الجدول ثم نظرتها مع دف.

قائماً على تحليل البيانات فإن تأثير أنشطة تصويت الرأي إلى قدرة الطلاب على التكلم لطلاب الصف دينية فوتري باكنبارو مع الملاحظة على ت- . النتيجة ت-الاختبار هو 16 98 . كانت أفرع النتيجة من نتيجة النقد من نتيجة ت في الجدول و هي 2 90 1 . النتيجة ت-الاختبار هو 16 98 2 11 5 . 2 11 2 90 < 16 98 > 2 11 مبنياً على الحصول السابقة اسد الباحثة أن الفرضية البديلة مقبولة و الفرضية الصفريّة مرفوضة.

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## CHAPTER 1

### INTRODUCTION

#### **A. The Background of the Problem**

There are four language skills that must be mastered in learning English. According to Brown, they are listening, speaking, reading, and writing<sup>1</sup>. Speaking is the language skill that is used to express ideas and thoughts through communication with other in order to know information, to convey messages, to share ideas and knowledge and to express feelings. In addition, speaking is the activity of presenting thought or ideas in spoken language. The ability to speak has become an indispensable skill in students' life. Kalayo Hasibuan states speaking ability also determines whether the students can use English well or not<sup>2</sup>. Almost every aspect of everyday life of students is carried out in speaking such as, carry out conversation, give the ideas, and exchange the information with others.

To support students' speaking ability, students must enable to carry out conversation, give the ideas, and exchange information with their friends. Besides, the students must understand what the component in speaking such as pronunciation, grammar, vocabulary, fluency and comprehension. In any language education programs, it is not an easy work for the teachers to create the spoken

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<sup>1</sup> H. Douglas Brown. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (California: San Francisco State University, 1994), p. 21

<sup>2</sup> Kalayo Hasibuan, Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 101

ability among the learners, especially the English learners. So, as teacher must be able to involve the students to practice and share their ideas each other.

Lewis and Hill in Heriani stated that in teaching language; the teachers should provide some activities, not only about how to use grammar correctly but also how to apply English appropriately<sup>3</sup>. The teachers should be creative in choosing and applying technique to improve the students' speaking ability. Opinion poll is one of activities which can be used to improve the students' speaking ability. Opinion poll is a survey of public opinion from a particular sample<sup>4</sup>. Opinion poll is usually designed to represent the opinions of a population by conducting a series of questions and then extrapolating generalities in ratio or within confidence intervals. So in this research, researcher gives text to the students with some questions and then the students answer the questions by using their opinion.

In order to the students' needs toward speaking ability, school based curriculum (KTSP) provides basic competence that must be reach by the students, they are as follows<sup>5</sup>:

1. Expressing the meaning in transactional and interpersonal conversation accurately, fluently and contextually.

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<sup>3</sup> Heriani Saputri. The Effect of Using Information Gap Activities toward Motivation in Speaking English among Second Year Students at MAN 2 Model Pekanbaru. ( Pekanbaru: 2010 Unpublished), p. 1

<sup>4</sup> [http://en.wikipedia.org/wiki/Opinion\\_poll/2013/04/](http://en.wikipedia.org/wiki/Opinion_poll/2013/04/) Opinion poll (retrieved June, 1,2013)

<sup>5</sup> Syllabus at the Second Year Students of Islamic Senior High School Diniyah Putri Pekanbaru, pp. 10-11

2. Expressing the meaning in monologue texts accurately, fluently and contextually.

Various schools are available in Pekanbaru. One of the schools in Pekanbaru is Islamic Senior High School Diniyah Putri. It is located at KH.Ahmad Dahlan Street No 100 Pekanbaru. It is a special school for female students. This school implements the boarding school system. Even though this school is a private school, under Yayasan Diniyah Putri, but the facilities of this school are sufficient to support the teaching and learning process. This school has some classes, language laboratory, computer laboratory, library and dormitory for the students whose houses are far away from the school.

The English teachers in Islamic Senior High School Diniyah Putri also try their best in teaching. They implement some strategies to make teaching and learning runs well and get maximal result. Sometimes, teacher asked the students to question and give responds, sometimes, the teacher used guessing games and discussion. From the explanation above, the teacher has applied interesting strategies and those were not monotonous teaching strategy. In fact, the students still could not speak English well. They did not know the ways to explore and develop their potential in learning effectively and what style supported them to work best. They did not understand how to learn one part of the material easily and why they got difficulties in other parts.

So, the teacher can use some activities that focus on the students' speaking activities. One of the activities is using Opinion Poll Activities. Actually, there are

some phenomenon make the students are not able to reach the standard of the goals. It can be seen from the following phenomena:

1. Some of the students have lack of vocabulary in English
2. Some of the students are not able to speak English fluently
3. Some of the students are not able to speak English in correct grammar
4. Some of the students are not able to comprehend in English accurately
5. Some of the students are not able to pronounce English accurately

Based on the phenomena above, the writer is interested in conducting a research, entitled: “The Effect of Opinion Poll Activities toward Students’ Speaking Ability at the Second Year Students of Islamic Senior High School Diniyah Putri Pekanbaru”.

## **B. The Definition of the Terms**

In order to explain and avoid misunderstanding and misinterpretation about the title and the content of the research, it is better to define the terms that are used in this research as follows:

### **1. Opinion Pool**

Opinion Poll is the process of questioning people who are representative of a larger group in order to get information about the general opinion<sup>6</sup>. In this research, the researcher applied opinion poll activities in teaching speaking at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.

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<sup>6</sup> Hornby. *Oxford the Advance Learner Dictionary of Current English*. (Oxford International, 2000), p. 1017

## **2. Speaking Ability**

Speaking is a form of communication <sup>7</sup>. Meanwhile, according to Sue, ability means different things in different school, depending on their intake because it can never be absolutely defined as a stage of development<sup>8</sup>. In addition ability is reference to the performance of other<sup>9</sup>. In short, speaking ability means a stage of development and reference to the performance of speaking with others. In this research, speaking ability means the students' ability in speaking at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.

### **C. The Problem**

#### **1. The Identification of the Problem**

Based on the explanation above, the writer identifies the problems as follows:

1. Some students have few vocabularies in speaking
2. Some of the students not able to speak English fluently
3. Some of the students not able to speak English in correct grammar
4. Some of the students not able to comprehend in English accurately
5. Some of the students not able to pronounce English

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<sup>7</sup> Rhodi Jones, *Speaking and Listening* (London: The Bath Press, 1989), p.14

<sup>8</sup> Sue Leach. *How to Be a Successful Secondary Teacher*. (Great Britain: Continuum International. 2006), p. 28

<sup>9</sup> P. Cob et al. *A Journey in Mathematics Education Research*. (London: Springer. 2011), p. 66

## **2. The Limitation of the Problem**

Based on the identification of the problems stated above, the writer limits the problem from this research to the context of the effect of opinion poll activities on the students' speaking ability in hortatory exposition text at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.

## **3. The Formulation of the Problem**

Referring to the identification of the problems above, the problems of this research can be formulated in the following research questions:

1. How is the students' speaking ability before being taught by using opinion poll activities at the second year of Islamic Senior High School Diniyah Putri Pekanbaru?
2. How is the students' speaking ability after being taught by using opinion poll activities at the second year of Islamic Senior High School Diniyah Putri Pekanbaru?
3. Is there any significant effect of using opinion poll activities toward the students' speaking ability at the second year of Islamic Senior High School Diniyah Putri Pekanbaru?

## **D. The Objectives and the Significance of the Research**

### **1. The Objectives of the Research**



- a. To find out how the students' speaking ability before being taught by using opinion poll activities
- b. To find out how the students' speaking ability after being taught by using opinion poll activities
- c. To find out whether there is any significant effect of opinion poll activities toward students' speaking ability at the second year students of Islamic Senior High School Diniyah Putri Pekanbaru?

## **2. The Significance of the Research**

Related to the objectives of the research above, the significance of the research is as follows:

- a. To provide some informations to the teacher about techniques and methods to improve the students' speaking ability
- b. To attract the students' participation that study English joyfully
- c. To fulfill one of the academic requirements in the faculty of Educational and teachers Training of UIN Suska Riau.

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### A. The Theoretical Framework

##### 1. Speaking Ability

Speaking is one of the skill that has to be mastered by the students in learning English. It is important in order to use English actively. According to Little Wood, speaking ability is a combination of structural and functional aspect of language<sup>10</sup>. The structural aspect concentrates on the grammatical system, describing way in which linguistic items can be combined. Paulston and Brunder said speaking ability was taken to be the objectives of language teaching<sup>11</sup>. It means someone will be understand English when she or he can speak it to other. Furthermore, Bruch Tillit and Mary Bruder argued there are four rating criteria ot test focus on four areas of speaking ability<sup>12</sup>. They are:

##### a. Language functions

Language function includes narrating, comparing, giving and defending an opinion, responding to a hypothetical situation, describing and analyzing a graph, extending a greeting, responding to a phone message, giving a progress report, etc.

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<sup>10</sup> William Little Wood. *Communicative Language Testing*. (Cambridge: Cambridge University Press, 1981), p. 1

<sup>11</sup> Christian Bratt Paulston and Mary Newton Brunder. *Teaching English as a Second Language: Techniques and Procedures*. (Massachusetts: Winthrop Publisher Inc,1976), p. 55

<sup>12</sup> Bruch Tillit and Mary Bruder. *Speaking Naturally: Communication Skills in American English*. (Cambridge: Cambridge University Press,1985), p. 6

Each question focuses on one or more language functions. While the students may include other language functions in their response, the focus of students' response should address the language functions stated in the question.

b. Appropriateness

It refers to responding with language appropriate for intended audience or situation. In some questions, students are asked to respond to the narrator without any specific given. In this situation, respond with a polite, friendly tone, as if they are walking with a respected colleague. Other questions may the students imagine that they are talking to a friend, supervisor, business associate, costumer, classmate, professor, medical professional, or patient.

c. Coherence / Cohesion

It reflects the ways language is organized (coherence) and how ideas relate to each other (cohesion). It is important that their responses are not ambiguous. Opinions and recommendations should be states clearly. Supporting reasons should clearly connect to the main idea. Steps in a process or events in a story should be ordered logically, described clearly, and connect smoothly. Be specific enough in their responses so that listeners do not have to interpret or supplement what students are saying in order to understand their meaning.

d. Accuracy

It includes pronunciation, grammar, fluency, and vocabulary. The ability to speak in a English language is very hard, besides many language learners regard speaking ability as the measure of knowing a language. The success is measured in terms of the ability to carry out conversation in language speaking in an interactive process of constructing meaning that involves producing, receiving, and processing information.

There are many reasons that make speaking ability become a measure of the students' successful in learning English language. According to Harmer<sup>13</sup>, there are three reasons cause English should be practiced, they are as follows :

- a. Speaking activities give the students many chances or opportunities to use English in real situation
- b. Speaking tasks can give chances for the students to use grammar or what they learn before in real speaking
- c. More speaking activities make the students able to use English fluently and automatically.

On the other side, be success in communication, language learners should know what is needed to improve their speaking ability. According to Kalayo Hasibuan<sup>14</sup>, language learner needs to recognize that speaking involves three areas of knowledge:

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<sup>13</sup> Jeremy Harmer. *How to Teach English*. (Cambridge: Person Education Limited 2007), p. 123

<sup>14</sup> Kalayo Hasibuan, Muhammad Fauzan Ansyari. *Teaching English as a Foreign Language (TEFL)*. Pekanbaru: Alaf Riau Graha UNRI Press, 2007), p. 101

- a. Mechanics ( pronunciation, grammar, and vocabulary): using the right words in the right order with the correct pronunciation
- b. Functions ( transaction and interaction) : knowing when clarity of message is essential (transaction /information exchange) and when precise understanding is not required ( interaction/relationship building)
- c. Social and culture rules and norm (turn-taking, rate of speech, length of pauses between speakers, relative roles of participants): understanding how to take into account who is speaking to whom, in what circumstances, about what, and for what reason.

So, in the communication model of language teaching, the teacher should help their students to develop their knowledge by providing authentic practice and prepared students for real life communication situation.

Cyril weir explains<sup>15</sup> how to test or to measure the students' speaking ability.

1. Verbal Essay

The candidate or students is asked to speak for three minutes on either one or more specified general topics. The candidate has to speak at length which enables a wide range of criteria including fluency to be applied to output.

2. Oral Presentation

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<sup>15</sup> Cyril J. Weir. *Communicative Language Testing*. (New Jersey: Prentice Hall, 2004), pp. 74-80

The candidate is expected to give a short talk like on topic, which he has either been asked to prepare beforehand or has been informed shortly before the test. This is different from ‘speaking essay’ described above in as far as the candidate is allowed to prepare for the task.

### 3. Free Interview

In this type of interview, the conversation unfolds in an unstructured fashion and no set of procedures is laid down in advance.

### 4. Information Transfer

Description of a picture sequence.

In this research, the oral presentation test will be used to assess students’ speaking ability.

## **The Factors Influencing Students’ Speaking Ability**

There are several factors influencing students’ speaking ability. It can be from motivation, teaching and learning strategy, environment, etc.

### a) Environment

Learning happens because of interaction between learner and environment. The essence of the teaching process is to create an environment that first can mobilize the learner to pursue the curriculum and then can maintain that mobilization, while effectively facilitating learning.<sup>16</sup> The idea is to have an

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<sup>16</sup>Enhancing Classroom Approaches for Addressing Barriers to Learning: Classroom-Focused Enabling”. (Los Angeles: Center for Mental health in Schools, UCLA Dept. of Psychology, 2008), p. 94. Retrieved on November 23, 2011), <http://smhp.psych.cula.edu>

environment where students and teachers feel comfortable, positively stimulated, and well-supported in pursuing the learning objectives of the day. Thus, when students feel comfortable with the atmosphere of learning, they are engaged in learning.

b) Anxiety

Anxiety plays a major role in second language acquisition especially in learning speaking. Anxiety is sometimes associated as feeling of uneasiness, frustration, self-doubt, or worry. Some of students in learning speaking, they are afraid making mistakes. For example, in delivering information in front of class, some of students prefer to stop speaking and silent for a moment to think what they are going to say. They lost their ideas because of nervous or worry to make mistake either to grammar form or pronunciation. According to Brown<sup>17</sup>, there are several reasons why students have big anxiety on learning language, especially speaking:

- 1) Communication on apprehension, arising from learner's inability to adequately express mature thoughts and ideas.
- 2) Fear of negative social evaluation, arising from a learner's need to make a positive social apprehension on others.
- 3) Test anxiety or apprehension over academic evaluation.

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<sup>17</sup>H. Douglas Brown. *Principles of Language Learning and Teaching*. Fifth Ed. (New York: Pearson Education, Ed, 2007), p. 162

In order to solve anxiety in speaking, there are several type that can be practiced by the teacher.<sup>18</sup>

- 1) Teachers can help reduce unrealistic fears by pointing out how common they are among people and what to do about them.
- 2) Teachers can help to reduce such fears by maintaining a friendly atmosphere in the class and providing opportunities for students to practice alone or with one other student and then before increasingly larger groups.
- 3) Teachers can let students practice speaking in front of their peer who faces the same situation.
- 4) Students can practice presenting information, answering questions and holding group discussions. Frequent classroom presentation and discussions enable teacher to diagnose and remedy problems. Practicing oral presentation in this way can lessons students' anxiety while, at the same time, helping them to learn subject matter of the lesson.
- 5) Students are less likely to be anxious and more likely to do well if they are well prepared. Preparedness can be enhanced by in depth mastery of the subject matter, appropriate in rehearsing presentations.

## **2. Opinion Poll Activities**

Opinion poll is one of the activities that can be use in teaching learning process, especially in speaking English. Opinion poll involves asking people for

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<sup>18</sup>Trudy Wallace, Winifred E. Stariha and Herbert J 2004.Welberg. "Teaching Speaking, <http://www.curtin.edu.au/curtin/dept/smec/iae>



their opinion on a particular subject, in this research subject is the text of hortatory exposition text. Klippel said<sup>19</sup> Opinion poll is a classroom discussion, where the students are grouped and each group consists of equal size. An opinion poll involves asking people for their opinion on a particular subject, According to Silberman<sup>20</sup> arrange a brief survey completed and calculated results on the ground as well, or do voice vote. Use polling to get the data quickly and in a form that can be counted. If you are using a written survey, try to deliver the results back to the students' classmates as possible. If you use oral survey, asking students for finger pointing or instruct students to answer cards. Peace Corps, Information Collection & Exchange M0041 stated<sup>21</sup> to apply opinion poll activities the teacher prepare cards for each student, Students should use their own card, but you can prepare the same set of cards for groups of five to seven students. When students have finished their poll taking they can work in groups to write up the information what they have gathered. Each student receives voting cards with values from 1 to 5 (5 = to agree completely, 1 = to disagree completely). After the issue, which needs to be phrased as a positive statement, has been discussed for a while each student votes, and the distribution of different opinions in the class can be seen at a glance bellow:

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<sup>19</sup> Friederike Klippel. *Keep Talking*. Cambridge: Cambridge University Press, 1994) p. 26

<sup>20</sup> Silberman, Mel. 2009. *Active Learning: 101 Strategies to Teach Any Subjects*. Raisul Muttaqien. (Yogyakarta: YAPENDIS, 2009), p. 42

<sup>21</sup> Peace Corps, Information Collection & Exchange M0041. *TEFL/TESL : Teaching English as a Foreign or Second Language*" (Retrieved on November 14, 2011) in <http://faculty.ksu.edu.sa/76051/Resource%20for%20EFL%20Teachers/Peace%20Corps%20-%20Teaching%20English%20As%20A%20Foreign%20OrSecondLanguage.pdf>

## **FOOD**

### *Breakfast*

You have to find out what the other people in your class usually have for breakfast.

Each of you prepares an interview card which could look like this:

Name	Food?	Drink?
Lisa	Cornflakes	Milk

## **FOOD**

### *Drinks*

You have to find out which drinks the people in your class like and dislike.

Each of you prepares an interview card which could look like this:

Name	Likes?	Dislikes?
Tina	Milk, tea, water	Orange juice

## **FOOD**

### *Eating out*

You have to find out whether the other people in your class ever eat out and if so where they go.

Each of you prepares an interview card which could look like this:

Name	Eats out?	Where?
Tim	Yes, sometimes	McDonald's

## FOOD

### *Favorite meals*

You have to find out the favorite meals (main course and dessert of the other people in your class.

Each of you prepares an interview card which could look like this:

Name	Favorite main course?	Favorite dessert?
Chris	Pizza	ice cream

## FOOD

### *Food hates*

You have to find out which meals or kinds of food the other people in your class dislike.

Each of you prepares an interview card which could look like this:

Name	Food hates?
Freddie	Chocolate, spinach

## FOOD

### *Weight-watching*

You have to find out if the other people in your class think they are too fat, just right or too thin.

Each of you prepares an interview card which could look like this:

Do you think you are?

Name	Too far?	Just right?	To thin?
Bob	X		

## **FOOD**

### *Cooking*

You have to find out which meals or drinks the other people in your class can prepare themselves.

Each of you prepares an interview card which could look like this:

Name	Can prepare/make?
Peter	Tea, porridge, sandwiches, omelettes

## **The Teaching Procedure of Opinion Poll Activities**

According to Klippel<sup>22</sup>, the teaching procedures of opinion poll activities are as follows:

Step 1: The teacher gives text to the students

Step 2: The teacher ask to the students to read the same text individually

Step 3: The teacher divides the students into groups equal size

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<sup>22</sup> Friederike Klipple, Op.Cit., pp. 26-28

Step 4: The teacher ask to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.

Step 5: The teacher asks to the students to make a new group to get the answers from all of the others member of the group.

Step 6: The teacher ask to the students to reassemble the group to organize the data

Step 7: The teacher ask to the students each group to present in front of class

Furthermore, NikPeachey designed<sup>23</sup> the procedure of implementing opinion poll activities as follows:

2. Ask students to think about going to live and work in another country. Put them in groups to quickly discuss where they would go and what they would do etc.
3. Now get the students to think about the migrants who come to work in their city. How are they perceived? Are people positive about migrants to their city? Are they treated well?
4. Ask the students to prepare a survey to find out about people's perceptions of migrants in the students' city.

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<sup>23</sup> NikPeachey. "Teaching English; Opinion Poll". (Retrieved on January 25, 2013)  
<http://www.teachingenglish.org.uk/activities/opinion-poll>.

5. Put the students in pairs or groups to brainstorm ‘Yes / No’ questions they could ask. They could do the questions in their L1 first if this helps and then you could help them to translate them.
6. Give them a few example questions to get them started. e.g. Do you know anyone who has come from another city or country?
7. Once the groups have had time to write some questions, join the pairs and groups and get them to share their questions. Try to come up with 10 questions as a class.
8. Once you have 10 questions, ask the students to write them down and do a quick class survey using their questions.
9. Ask the students to take the questions home and ask as many people as they can and collect opinions from friends and family.
10. In the next lesson ask the students to share their results. You could also get students to write up the results as a report.

The variation of implementing opinion poll activities can be elaborated as follows:<sup>24</sup>

#### Activity One

1. a. What does the tally chart and graphs show about the opinions of classmates on this issue?
- b. What patterns can you spot?

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<sup>24</sup> New Zealand Maths. 2010. “Opinion Polls”. (Retrieved on January 25, 2013)  
<http://Nzmaths.Co.Nz/Resource/Opinion-Polls>

- c. What might be the reasons for these patterns?
2. What information does each graph show most clearly?
3. Discuss comment and question with a classmate.

#### Activity Two

1. The 1–5 scale used by these students is known as a Liker scale. It is often used in opinion polls. Discuss with a classmate what kinds of questions can be investigated using this kind of scale and what kinds can't.
2. Write down three other statements that could be used with a Liker scale in a class opinion poll.

#### Activity Three

1. Find a parent or other adult who has taken part in an opinion poll. Ask them some questions about the poll and taking part.
2. Discuss with a classmate how you could use what you've found out to improve your statements in Activity Two.

The advantages of opinion poll activities are:

- a. To encourage discussion on children's preparedness and response issues.
- b. To promote planning for when resources are scarce and tough decisions need to be made.
- c. To facilitate collaborations with constituents.

- d. To encourage funding and support for implementation of the National Commission on Children and Disasters report recommendations

Based on the explanation about the procedures of opinion poll activities and considering of all aspect promoted by the experts in implementing opinion poll activities in teaching speaking, the researcher only use the procedures of Klipple.

## **B. The Relevant Research**

According to Syafi'i<sup>25</sup>, relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to our research itself. Besides, we hope to analyze what the point is focused on, information, the designs, and conclusion of the previous research, that of: Nik Peachey in 2008. In her study entitled "Teaching English by using opinion poll activities". Her study was descriptive where she found that there was a significant effect of opinion poll activities toward speaking ability. While in my research, I try to find out the effect of using opinion poll activities toward students' speaking ability.

## **C. The Operational Concept**

In order to avoid misunderstanding about this study, it is necessary to explain about the variable used in this study. There are two variables; variable X and variable Y. Independent variable of variable X of this study is the effect of opinion poll activities and the dependent variable or variable Y of this study

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<sup>25</sup>M. Syafi'i. S. *From Paragraph to a Research Report: A Writing of English for Academic Purposes*. (Pekanbaru: Lembaga Bimbingan Belajar Syaf Intensive/ LBSI, 2007). P. 122



is the students' speaking ability. So, the researcher determined that each variable has indicator become measures of success in conducting the research, the indicator are:

1. The procedure of opinion pool activities are as follows:
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of class
2. The indicators of students' speaking ability
  - a. The students are able to use vocabulary in English
  - b. The students are able to speak English fluently
  - c. The students are able to speak English in correct grammar
  - d. The students are able to comprehend in English accurately

- e. The students are able to pronounce English accurately

#### **D. Assumption and Hypothesis**

##### **The Assumption**

Before formulating the hypothesis as temporary answer of the problem, the writer would like to present some assumptions:

1. The students speaking ability is diversity
2. There are many strategies for teaching that can influence students' speaking ability, one of which is opinion poll activities, opinion poll activities can help the students improve their speaking ability.

##### **The Hypothesis**

$H_a$ : There is a significant effect of using Opinion Poll Activities toward students' speaking ability at the second year students of Islamic Senior High School Diniyah Putri Pekanbaru.

$H_o$ : There is no significant effect of using Opinion Poll Activities toward students' speaking ability at the second year students of Islamic Senior High School Diniyah Putri Pekanbaru.

## **CHAPTER IV**

### **THE PRESENTATION OF THE DATA ANALYSIS**

#### **A. The Description of the Data**

The purpose of this research is to find out the effect of using opinion poll activities toward students' speaking ability and to find out the significant effect between students' speaking ability that used opinion poll and the students' speaking ability that did not use opinion poll. The data of the research were the scores of students' pretest and posttest. Before treatment, the researcher gave pre-test and post-test. The speaking test was about hortatory exposition and was evaluated based on five components: accent, grammar, vocabulary, fluency and comprehension. Each component has score category. The data were collected through the following procedures:

- a. The researcher asked the students speak hortatory exposition text.
- b. The researcher recorded their speaking by using tape recorder . Then, it was collected and evaluated by using Huges theory; there are accent, grammar, vocabulary, fluency and comprehension The writer used two raters to evaluate the students' narrative text.
- c. The writer added the scores from the raters and divided it.

In the research, the total score of pre-test and post-test was significantly different. The total score of pre-test was 912.5 while the highest score was

72.5 and the lowest score was 50. The total score of post-test was 1290 while the highest score was 90 and the lowest score was 72.5.

## **B. The data presentation**

As mentioned earlier, the data of this research were gotten from pre-test and post-test. The data were collected through the following procedures:

- a. The students were given pretest. They were asked to do an oral presentation of hortatory exposition text before being taught by using opinion poll activities.
- b. After several meeting, the students in were given post-test. They were asked to do an oral presentation of hortatory exposition text after being taught by using opinion poll activities.
- c. The students' speaking was record by the researcher and was backed up to CD. Then, it was collected to evaluate the appropriate of accent, grammar, vocabulary, fluency, and comprehension.
- d. The researcher used two raters to score the students' speaking ability.
- e. The researched collected and summed up raters' score to get each student's score.

### **1. Description of Students ' Pre-test Scores**

The following table is the description of students' pre-test score:

**Table IV.1**  
**The Score of Students' Speaking Ability**

<b>No</b>	<b>Students</b>	<b>Score (x)</b>
1	Student 1	57.5
2	Student 2	57.5
3	Student 3	52.5
4	Student 4	55
5	Student 5	62.5
6	Student 6	52.5
7	Student 7	52.5
8	Student 8	60
9	Student 9	60
10	Student 10	60
11	Student 11	50
12	Student 12	72.5
13	Student 13	50
14	Student 14	52.5
15	Student 15	62.5
16	Student 16	55
<b>Total</b>		<b>912.5</b>
<b>Average</b>		<b>57.03</b>

From the table IV.I it was found that the students' score of pretest assessed by the raters was very low. It means that the students speaking ability was still low before using Opinion Poll Activities. In order to read the data easily, the pretest score can be seen as in the following:

**Table IV .2**  
**The Distribution of Prequency of Students' Pre-Test Scores**

<b>Score</b>	<b>Frequency</b>	<b>Percent (%)</b>
50	2	12.5
52.5	4	25
55	2	12.5
57.5	2	12.5
60	3	18.75
62.5	2	12.5
72.5	1	6.25
<b>Total</b>	<b>16</b>	<b>100%</b>

Table IV.2 shows that 2 students got score 50(16.66%), 4 students got score 52.5(22.22%), 2 students got score 55 (11.11%), 2 students got score 57.5(11.11%), 3 students got score 60(22.22%), 2 students got score 62.5(11.11), 1 student got score 72.5(5.55%). The data indicated that 4 students got the highest frequency and obtained score 52.5. The total frequency was 16. Based on the data obtained, there were 15 students who did not get score < 70. It means only 1 student pass the passing standard score (SKL) stated by Islamic Senior High School Diniyah Putri pekanbaru.

## **2. Description of Students' Post-test Scores**

The following table is the description of students' post-test score:

**Table IV.3**  
**The Score of Students' Speaking Ability**

<b>No</b>	<b>Students</b>	<b>Score (y)</b>
1	Student 1	77.5
2	Student 2	77.5
3	Student 3	77.5
4	Student 4	80
5	Student 5	90
6	Student 6	72.5
7	Student 7	82.5
8	Student 8	85
9	Student 9	85
10	Student 10	82.5
11	Student 11	75
12	Student 12	82.5
13	Student 13	80
14	Student 14	80
15	Student 15	87.5
16	Student 16	75

<b>Total</b>	<b>1290</b>
<b>Average</b>	<b>80.62</b>

From the table IV.3 it was found that the students' score of posttest assessed by the raters was increased. It means that the students speaking ability was better improvement after using Opinion Poll Activities. In order to read the data easily, the posttest score can be seen as in the following:

**Table IV.4**  
**The Distribution of Frequency of Students' Post-test Scores**

<b>Score</b>	<b>Frequency</b>	<b>Percent (%)</b>
72.5	1	6.25
75	2	12.5
77.5	3	18.75
80	3	18.75
82.5	3	18.75
85	2	12.5
87.5	1	6.25
90	1	6.25
<b>Total</b>	<b>16</b>	<b>100%</b>

Table IV.3 shows that 1 student got 72.5(5.55%), 2 students got 75(11.11%), 3 students got 77.5(16.66%), 3 students got 80(16.66%), 3 students got 82.5(16.66%), 2 students got 85(11.11%), 1 student got 87.5(5.55%), 1 student got 90(5.55). The data indicated that the highest frequency was 9 at score 77.5, 80, and 82.5. The total frequency was 16. Based on the data obtained, there were no students who got score below



70. It means all students have passed the passing standard score (SKL) stated by Madrasah Diniyah Putri Pekanbaru.

### 3. The Difference Students Score of Pretest And Posttest

**Table IV.5**  
**The Difference between the Students' Speaking Ability Before and After Being Thought by Using Opinion Poll Activities Pretest-Posttest Score**

No	Students	Score (x)	Score (y)
1	Student 1	57.5	77.5
2	Student 2	57.5	77.5
3	Student 3	52.5	77.5
4	Student 4	55	80
5	Student 5	62.5	90
6	Student 6	52.5	72.5
7	Student 7	52.5	82.5
8	Student 8	60	85
9	Student 9	60	85
10	Student 10	60	82.5
11	Student 11	50	75
12	Student 12	72.5	82.5
13	Student 13	50	80
14	Student 14	52.5	80
15	Student 15	62.5	87.5
16	Student 16	55	80.5

From the table IV.5 it was found that score of the students pretest was very low, and score of students' posttest was better, it means that the students' speaking ability before using Opinion Poll Activities did not reach the passing standard score, but the students' speaking ability after using Opinion Poll Activities reached the passing standard score.

### C. The Data analysis

The data analysis is presented based on the statistical result followed by the discussion about the effect of opinion poll activities on students' speaking ability at the second year of Madrasah Diniyah Putri Pekanbaru. The data were divided into two parts, they were pre-test and post-test. To analyze the data, the mean score (M) and the standard deviation (SD) were analyzed using t-test statistics through SPSS version 16.

#### 1. Data analysis of students' pre-test scores

The data of students' pre-test were scores of their speaking ability on hortatory exposition text. The data are as follows:

**Table IV.6**  
**Students' Pre-Test Scores**

<b>Score (X)</b>	<b>Frequency(f)</b>	<b>Fx</b>	<b>Passing Standard</b>
50	2	100	Failed
52.5	4	210	Failed
55	2	110	Failed
57.5	2	115	Failed
60	3	180	Failed
62.5	2	125	Failed
72.5	1	72.5	Passed
<b>Total</b>	<b>16</b>	<b>912.5</b>	

Base on data above, 15 students could not pass the passing standard (SKL) in which the obtained scores smaller than 70, while 1 student could pass the standard (SKL) whose score was greater than 70. The calculation of percentage of students who did not pass the passing standard score is as follows:

$$= 15:16 \times 100\%$$

$$= 93.75\%$$

The calculation of percentage of students who passed the passing standard score is as follows:

$$= 16 \times 100$$

$$= 6.25\%$$

Besides, it can also be seen that the total frequency was 16 and the total scores was 912.5 so, the mean (Mx) and the standard deviation ( ) can be analyzed using SPSS version 16 as follows:

**Table IV.7**  
**Mean and Standard Deviation of Pre-test Scores**

Mean	57.03
Standard Deviation	58.60

From the table above, the distance between mean (Mx) and standard Deviation ( ) is too far. In other words, the scores obtained are normal. From the mean score of 57.03, it is concluded that students' speaking ability being taught by using opinion pool activities is categorized into Poor.

## **2. Data Analysis of Students' Post-Test Scores**

The data of students' post-test scores were obtained from the result of their speaking ability on presenting a hortatory exposition text. The data can be described as follows:

**Table IV.8**  
**Students' Post-Test Scores**

<b>Score (X)</b>	<b>Frequency (f)</b>	<b>Fx</b>	<b>Passing Standard</b>
72.5	1	72.5	Passed
75	2	150	Passed
77.5	3	232.5	Passed
80	3	240	Passed
82.5	3	247.5	Passed
85	2	170	Passed
87.5	1	87.5	Passed
90	1	90	Passed
<b>Total</b>	<b>16</b>	<b>1290</b>	

The data presented on table IV.9 above shows that there were no failed from the passing standard (SKL). The percentage of students which could not pass the graduated standard as follows:

$$=0:16 \times 100$$

$$=0\%$$

The students who could pass the passing standard were 16. The percentage of students who passed the passing standard score is as follows:

$$= 16:16 \times 100$$

$$= 100\%$$

Furthermore, it can also be seen that the total frequency is 16 and the total score is 1290. So the Mean (Mx) and the standard deviation ( ) can be analyzed using SPSS version 16 as follows.

**Table IV.9**  
**Mean and Standard Deviation of Post-Test Scores**

Mean	80.97
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Standard Deviation	4.548
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Table IV.10 above shows that the distance between Mean (Mx) and Standard Deviation ( ) is too far while the scores obtained are normal. From the mean score 80.97, it is concluded that the students speaking ability after being taught by using opinion poll activities is categorized into Good.

### 3. Data Analysis Using T-Test Statistics

The data were obtained through the students' scores of pretest and posttest to analyze the data, the writer used t-test formula SPSS Version 16.

**Table IV.10**  
**Paired Samples t-Test**

	Paired Differences						T	df	Sig. (2-tailed)
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					
				Lower	Upper				
Pair 1 pretest - posttest	-2.393E1	4.83692	1.20923	-26.51491	-21.36009	-19.796	15	.000	

Based on the table above, it can be seen that mean is -2.39 standard deviation is 4.83, the lower difference of both, it is -26.51, and the upper difference is -21.36. The result of t is -19.79 with df is 15 and the significance is 0.000. From the table above, it can be seen that to is compared to tt at level

5% and 1 %. At level 5 % is 2.13 and 2.95 at level 1 %. It could be read  $2.13 < 19.79 > 2.95$ . Its means  $H_a$  is accepted and  $H_o$  is rejected. The conclusion is there is significant difference on students' speaking ability before and after being taught through opinion poll activities at the second year students of Islamic Senior High School Diniyah Putri Pekanbaru.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **A. Conclusions**

Based on the preliminary research at the Second Year Students of Islamic Senior High School of Diniyah Putri Pekanbaru, there are some problem in students' speaking ability For example, Some of the students have lack vocabulary; Some of the students are not able to speak English fluently; Some of the students are not able to speak English in correct grammar; Some of the students are not able to comprehend in English accurately; and Some of the students are not able to pronounce English accurately.

The location of this research was at Islamic Senior High School of Diniyah Putri Pekanbaru. The subject of the research was the second year students of Islamic Senior High School of Diniyah Putri Pekanbaru, and the object of this research was to find out whether there is significant effect of opinion poll activities toward students' speaking ability at the second year of islamic senior high school Diniyah Putri Pekanbaru.

The design of the research was pre experimental research, by using one group pretest-posttest design. The researcher used one class as a sample that consists of 16 students. The technique of collecting data was the test. The technique of data analysis used T-test formula in order to find out the difference of students' mean score between pretest and posttest by using SPSS 16 version.

The students' speaking ability before being taught by using opinion poll activities at the second year students of Madrasah Diniyah Putri Pekanbaru is categorized into Poor Level with mean score 57.03. The student' speaking ability after being taught by using opinion poll activities at the second year students of

Madrasah Diniyah Putri Pekanbaru is categorizes in Good Level with mean score 80.97, so there is significant effect of using opinion poll activities toward students' speaking ability at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.



## CHAPTER III

### RESEARCH METHOD

#### A. The Research Design

The type of the research is experimental research. According to Jhon W. Cresswell, experiment is you test an idea (or practice or procedure) to determine whether it influences an outcome or dependent variable<sup>26</sup>. The research design is pre-experimental research, which is used the one group pretest-posttest design, where a single case was observed at two time points, one before the treatment and one after the treatment. According to Gay and Airasian, the one group pretest-posttest design is a design that involves a single group in which it is pretested, exposed to treatment and posttest<sup>27</sup>. In conducting the research, one class of second year students of Islamic Senior High School Diniyah Putri Pekanbaru has been participant. The class got pre-test at the beginning in order to know their ability in speaking, treatment in the middle and post test at the end of the research. In this research, the pre-test and post-test were compared in order to determine the effect of treatment. The success of the treatment was determined by comparing pretest and posttest scores.

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<sup>26</sup> Jhon. W. Creswell. *Educational Research Planning, Conducting and Evaluating, Quantitative and Qualitative Research*. (New Jersey: Prentice Hall, 2008), p. 299

<sup>27</sup> L.R. Gay and Peter Arisian. *Educational Research Competencies for Analysis and Application*. Six Ed. (New Jersey: Prentice-Hall, Inc, 2000), p. 389

**Table III.1**  
**Research Design**

Pretest	Treatment	Posttest
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**B. The Location and Time of the Research**

This research was conducted at Islamic Senior High School Diniyah Putri Pekanbaru. It is located on Jalan KH. Ahmad Dahlan No. 100 Pekanbaru. It was conducted from May up to September 2012

**C. The Subject and Object of the Research**

The subject of this research was the second year students of Islamic Senior High School Diniyah Putri Pekanbaru. The object of this research was using opinion pool activities and students speaking ability.

**D. The Population and Sample the of the Research**

The population of this research was all of the second year students of Islamic Senior High School Diniyah Putri Pekanbaru in 2012-2013 academic years. It consisted of 2 classes and which consist of one class for science department and one class for social department. The member of the second year students of Islamic Senior High School Diniyah Putri Pekanbaru was 34 students. It can be seen in the following table:

**Table III.2**

**The Total Population of the Second Year Students of Islamic Senior High School Diniyah Putri Pekanbaru**

<b>No</b>	<b>Class</b>	<b>Total</b>
1	XI IPA 1	16
2	XI IPS 2	18
<b>Total</b>		34

The technique sampling used in this research was cluster sampling. The sample of the research that was XI IPA 1 that consisted of 16 students and all of them could be the sample of the research.

**E. The Technique of Collecting Data**

In the research, the researcher used test to collect the data. The test was oral presentation test.

Oral presentation test was used to collect data about students' speaking ability in hortatory exposition text. Oral presentation test divided in two , they are:

a. Pre-Test

Pretest was used to collect data about students' speaking ability before applying opinion poll activities.

b. Post-Test

Posttest was used to collect data about students' speaking ability after applying opinion poll activities.

After giving pre-test, the researcher applied the treatment. Here the blue print of the treatment.

**Table III.3**  
**The Blue Print of Treatment**

<b>Meetings</b>	<b>Subject Method</b>
Meeting 1	Responding and understanding text monologue of hortatory exposition text about should government censor materials on the world wide web?
Meeting 2	Responding and understanding hortatory exposition text about Home Schooling
Meeting 3	Responding and understanding hortatory exposition text about Private School
Meeting 4	Responding and understanding hortatory exposition text about Why are Diazinon and Dursband should be Banned
Meeting 5	Responding and understanding hortatory exposition text about Agriculture
Meeting 6	Responding and understanding hortatory exposition text about School Uniform, another Good Lesson
Meeting 7	Responding and understanding hortatory exposition text about Indonesian People Should Value All the Different Cultures to Promote Unity of the Nation.
Meeting 8	Responding and understanding hortatory exposition text about Can AFI guarantee one to be a talented singer?

#### **F. The Technique of Data Analysis**

To classification the percentage of students' speaking ability can be drawn as follow<sup>28</sup>:

**Table III.4**

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<sup>28</sup> Suharsimi Arikunto. 2009. *Evaluasi Program Pendidikan*. ( Jakarta: Bumi Aksara), p. 35

### The Percentage of Students Speaking Ability

Score	Classification
81-100%	Very good
61-80%	Good
41-60%	Enough
21-40%	Less
<21%	Very less

Base on the description above, the classification of the students' speaking ability can be drawn as follows<sup>29</sup>:

**Table III.5**

#### Classification of the Students' Score in Term of the Level of Ability

Score	Classification
80-100	Excellent
66-79	Good
56-65	Average
40-55	Poor
30-39	Fail

So, this research used assessment aspect above to giving the score in measuring students' speaking ability.

To analyzed the implementation of teaching English, the researcher used formula<sup>30</sup>

$$P = \frac{F}{N} \times 100\%$$

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<sup>29</sup> suharsismi Arikunto. 2009. *Dasar –Dasar Evaluasi Pendidikan* . (Jakarta: Bumi Aksara), p. 245

<sup>30</sup> Anas Sudijono. 2000. *Pengantar Statistik Pendidikan*. (Jakarta: PT Grafindoe Persada). P. 40

Where : P = Total Percentage

F = Frequency

N = Total

In order to analyze the students' speaking ability, the writer used graduated standard (SKL) of English lesson in Islamic Senior High School Diniyah Putri Pekanbaru that is 70 for students' speaking ability, it means for students who get score < 70, they do not pass graduated standard (SKL), while for students who get score ≥ 70, they pass graduated standard (SKL).

In additional, to find out whether there is a significant effect between students speaking ability before being taught by using opinion poll activities and students' speaking ability after being taught by using opinion poll activities at the second year of Islamic Senior High School Diniyah Putri Pekanbaru, the speaking ability was assed by two raters, they are Yasir Amri, M.Pd and Kurnia Budi Yanti, M.Pd and the data were analyzed statistically. In analyzing the data, the researcher use score of pretest and posttest. The different mean was analyzed by using t-Test thought SPSS 16 version.

$$t_o = \frac{Mx - My}{\sqrt{\left(\frac{SD_x}{\sqrt{N-1}}\right)^2 + \left(\frac{SD_y}{\sqrt{N-1}}\right)^2}}$$

$t_o$  = The value of t – obtained

$M_x$  = Mean score of post- test

$M_y$  = Mean score of pre-test

$SD_x$  = Standard deviation of post-test

$SD_y$  = Standard deviation of post-test

The t- test is obtained by considering the degree of freedom (df) as follows:

$$df = N - 1$$

N= number of cases

Statistically the hypotheses are:

$H_a: t_o > t\text{-table}$

$H_o: t_o < t\text{-table}$

$H_a$  is accepted if  $t_o > t$  table or there is significant effect of using opinion poll activities toward students' speaking ability at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.

$H_o$  is accepted if  $t_o < t$  table or there is no significant effect of using opinion poll activities toward students' speaking ability at the second year of Islamic Senior High School Diniyah Putri Pekanbaru.

#### **G. The Reliability and the Validity of the Test**

According to H. Douglas Brown that reliability has to do with accuracy of measurement<sup>31</sup>. This kind of accuracy is reflected in the obtaining of similar results when measurement is repeated on different occasions or with different instruments or by different persons. The characteristic of reliability is sometimes termed consistency. Meaning that, we can say the test is reliable when an examinee's results are consistent on repeated measurement. To obtain the reliability of the test, it must be known the Mean and Standard Deviation of test. Validity in general refers to appropriateness of a given test or any of its component parts as measure of what it is purposed to measure. It means the test will be valid to the extent that is measured what it is supposed to measure.

The validity and reliability are related. It is possible for a test to be reliable without being valid for a specified purpose, but it is impossible a test to be valid without first being reliable. To know the reliability of the test, the writer used product moment formula<sup>32</sup> that was analyzed by using SPSS 16 Version.

The  $r$  product moment can be obtained by considering the degree of freedom (df) as follows:

$$df = N - nr$$

$N$  = number of cases

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<sup>31</sup> H. Douglas Brown. *Language Assessment: Principles and Classroom Practices*. (New York: Pearson Education Inc, 2003) pp. 19-27

<sup>32</sup> Suharsimi Arikunto. *Prosedur Penelitian: Suatu Pendekatan Praktik*. (Jakarta: PT. Rineka Cipta, 2006), p. 170



nr = the total variable correlated

Statistically the hypotheses are:

$$H_o: r_o < r_t$$

$$H_a: r_o \geq r_t$$

$H_o$  is accepted if  $r_o < r_t$  or there is no significant correlation between pre-test and post-test.

$H_a$  is accepted if  $r_o \geq r_t$  or there is significant correlation between pre-test and post-test.

The following table describes the correlation between score of pre-test and post-test

**Table III.6**  
**Inter-Item Correlation Matrix**

	<b>Post-Test</b>	<b>Pre-Test</b>
<b>Post-Test</b>	1.000	.514
<b>Pre-Test</b>	.514	1.000

From the table above, it can be seen that the coefficient of correlation product moment ( $r_o$ ) between post-test and pre-test is 0.514 before comparing it to  $r$  table ( $r_t$ ), we have to obtain the degree of freedom (df).

$$df = N - nr$$

$$df = 16 - 1$$

$$df = 15$$

After obtaining the degree of freedom (df), the coefficient of correlation product moment ( $r_o$ ) is compared to  $r$  table ( $r_t$ ) either at 5% or 1%. At level 5%,  $r_t$  is 0,497 and at level 1%,  $r_t$  is 0, 623. Based on  $r$  table, it can be analyzed that  $r_o$  is higher than  $r$  table either at level 5% or 1%. In other word, we can read  $0,497 < 0,514 > 0,623$ . So that, the writer can conclude that  $H_o$  is rejected and  $H_a$  is accepted. It means that there is significant correlation between pre-test and post-test. In other words, the test both pre-test and post-test used by the writer is reliable.

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## SILABUS

### Silabus Bahasa Inggris

#### Kurikulum Satuan Tingkat Pendidikan (KTSP)

Kelas/Semester: XI/2

Standar Kompetensi	Kompetensi Dasar	Indikator	Materi Pokok		
			Jenis Teks/ <i>Functional Text</i>	Contoh Teks	
<b>SIKLUS LISAN</b>  <b>(SPOKEN CYCLE)</b>  <b>MENDENGARKAN</b>  Memahami makna dalam percakapan transaksional/ interpersonal resmi dalam konteks kehidupan sehari-hari.	Merespon makna dalam percakapan transaksional ( <i>to get things done</i> ) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar, dan berterima menggunakan ragam bahasa lisan yang melibatkan tindak tutur: menyatakan perasaan <i>love</i> , <i>sorrow</i> , <i>attention</i> , <i>embarrassment</i> , <i>anger</i> , <i>attitude</i> , <i>annoyance</i>	<b>A. TINDAK BAHASA</b>  Bereaksi atau merespon dengan benar terhadap tindak tutur: menyatakan perasaan <i>love</i> , <i>sorrow</i> , <i>attention</i> , <i>embarrassment</i> , <i>anger</i> , <i>attitude</i> , <i>annoyance</i>		<ul style="list-style-type: none"> <li>• <b>Menyatakan perasaan (<i>love</i>)</b> <i>mis. I love you.</i>  <i>I really love you and I always will.</i></li> <li>• <b>Menyatakan perasaan <i>sorrow</i></b> <i>mis. My heart is so burdened</i>  <i>I'm so sad to hear it</i></li> <li>• <b>Menyatakan <i>attention</i></b> <i>mis. Oh, really? It's amazing.</i></li> <li>• <b>Menyatakan perasaan (<i>embarrassment</i>)</b> <i>mis. It really makes me ashamed</i>  <i>I was very embarrassed</i></li> <li>• <b>Menyatakan perasaan (<i>anger</i>)</b> <i>mis. Oh, hell!! You burn me up!</i></li> <li>• <b>Menyatakan <i>attitude</i></b> <i>mis. What I mean is...Now, let me think...</i></li> <li>• <b>Menyatakan perasaan (<i>annoyance</i>)</b> <i>mis. I can't take it anymore I need a break</i></li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>













<p><b>MENULIS</b></p> <p>Mengungkapkan makna dalam teks monolog/esei tulis berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i> secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mengakses ilmu pengetahuan.</p>	<p>Mengungkapkan makna dalam teks monolog/esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam teks berbentuk: <i>narrative, spoof</i> dan <i>hortatory exposition</i></p>	<p>Menulis teks berbentuk monolog/esei berbentuk <i>narrative, spoof</i> dan <i>hortatory exposition</i></p>	<p><i>Narrative</i></p> <p>mother. Some time passes. The grandparents are looking quite anxious at this point. “So, when can we see the baby?”, asks the grandfather. “When the baby starts crying”, replies the mother. The grandparents turn to look each other, a little perplexed and ask, “Why do we have to wait until she starts crying?!” The mother snaps back, “because I put her down somewhere this morning and I can’t remember where she is!”</p> <p>Can “AFI” Guarantee One to be a Talented Singer?</p> <p>“Menuju Puncak” is a song that is so popular now. No one <i>can deny</i> that AFI (Akademi Fantasi Indosiar) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other such programs like “Indonesian Idol”, “Penghuni Rumah Terakhir”, “KDI”, “Indonesia Cantik “ and so on. AFI has offered a unique package for viewers; a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public’s awareness of the difficulties in reaching the top in the entertainment business.</p> <p>But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, <i>you’ll see</i> that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticisms coming from the judges about pitch tones, tempos, and everything that has to do with becoming a good singer.</p> <p>Thus, if <i>we want</i> to improve the Indonesian music industry, we <i>should really think</i> about the singer’s and the musician’s talents and train them appropriately, so</p> <p><i>Spoof</i></p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
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				<p>they can be a professional singer or musician.</p> <p>Adapted from C'n S Magazine, 2004</p>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
	<p><b>B. LINGUISTIK</b></p> <p>Mengidentifikasi ciri-ciri kebahasaan teks <i>narrative</i></p> <ul style="list-style-type: none"> <li>• <i>Simple Past tense</i></li> <li>• <i>Past Tenses</i></li> <li>• <i>Action Verbs</i></li> <li>• <i>Thinking and feeling Verbs</i></li> </ul>	<p>Mengidentifikasi ciri-ciri kebahasaan teks <i>narrative</i></p> <ul style="list-style-type: none"> <li>• <i>Simple Past</i></li> </ul>	<p><i>Hortatory Exposition</i></p>		



	<ul style="list-style-type: none"> <li>• <i>Modal verbs and Adverbs of Certainty</i></li> <li>• <i>Abstract Nouns</i></li> <li>• <i>Subjective and Objective Statements</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>of Certainty</i></li> <li>• <i>Abstract Nouns</i></li> <li>• <i>Subjective and Objective Statements</i></li> </ul>			<ul style="list-style-type: none"> <li>• M</li> <li>• S</li> <li>• S</li> </ul>
	<p><b>C.</b></p> <p><b>SOSIOKULTURAL</b></p> <ul style="list-style-type: none"> <li>• Memahami pandangan mengenai hari Valentine</li> <li>• Memahami <i>body language</i> sebagai salah satu alat untuk berkomunikasi</li> <li>• Memahami topik yang sebaiknya dikatakan ketika pertama kali berbicara dengan seseorang, khususnya di Amerika.</li> </ul>	<ul style="list-style-type: none"> <li>• Memahami pandangan mengenai hari Valentine</li> <li>• Memahami <i>body language</i> sebagai salah satu alat untuk berkomunikasi</li> <li>• Memahami topik yang sebaiknya dikatakan ketika pertama kali berbicara dengan seseorang, khususnya di Amerika.</li> </ul>			<ul style="list-style-type: none"> <li>• M</li> <li>• k</li> <li>• c</li> <li>• M</li> <li>• u</li> <li>• S</li> </ul>
		<ul style="list-style-type: none"> <li>• Berinisiatif berlatih dengan teman</li> <li>• Menjawab dan menanggapi pertanyaan</li> </ul>			

	<p><b>D. STRATEGI</b></p> <ul style="list-style-type: none"> <li>• Berinisiatif berlatih dengan teman</li> <li>• Menjawab dan menanggapi pertanyaan</li> <li>• Berpartisipasi melakukan presentasi laporan pengamatan dan mendongeng</li> <li>• Membaca teks intensif</li> <li>• Berlatih dengan teman</li> <li>• Bertanya pada Guru</li> <li>• Memperbaiki kalimat sendiri</li> <li>• Memakai kamus</li> <li>• <i>Scanning</i></li> <li>• <i>Skimming</i></li> </ul> <p><b>E. WACANA</b></p> <ul style="list-style-type: none"> <li>• Menciptakan koherensi teks dan konteks</li> <li>• Menggunakan ungkapan gambits</li> <li>• Struktur Teks</li> </ul>	<ul style="list-style-type: none"> <li>• Berpartisipasi melakukan presentasi laporan pengamatan dan mendongeng</li> <li>• Membaca teks intensif</li> <li>• Berlatih dengan teman</li> <li>• Bertanya pada Guru</li> <li>• Memperbaiki kalimat Sendiri</li> <li>• Memakai kamus</li> <li>• <i>Scanning</i></li> <li>• <i>Skimming</i></li> <li>• Menciptakan koherensi teks dan konteks</li> <li>• Menggunakan ungkapan gambits</li> <li>• Struktur Teks</li> </ul>			
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Know by  
2012Headmaster of MA Diniyah Putri

Pekanbaru, 10 Juli,  
Researcher



Drs. Musdari

19651231.199403.1.031

Hardiati

10714000835

## LESSON PLAN

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 1 (One)  
Time allocation : 2 x 45 Minutes

### Standard Competence

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### Basic Competence

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### Indicator

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### A. The goals

1. The students are able to understand and respond the monologue text of hortatory exposition
2. The students are able to express their opinion of hortatory exposition text orally

## B. The Lesson Item

The hortatory exposition text, e.g,

### **Should Governments Censor Materials On The World Wide Web?**

The internet is the fastest growing and largest tool for mass communication and information distribution in the world. There has been increasing concern about damaging internet content from violence and sexual content, which can give negative influence on the culture identity. The government should censor materials on the internet based on the following reasons.

Firstly, child pornography in the media is never tolerated. They are apparent victims of harmful and offensive content in the internet. The internet should be no exception to these basic standards. Truly offensive material such as pornography and extreme racial hatred are no different, simply because they are published on the World Wide Web as opposed to a book or video.

Secondly, people recognize that moving pictures and sound are more graphic and powerful than text and photographs or illustrations to influence people's minds. There is also normally more regulation of videos from the internet than cinema films. It is because the viewer of a video is a captive audience with the power to rewind, view again and distribute more widely.

Lastly, censoring harmful materials in the internet is an international problem. If a global solution is required then it can be achieved by international co-operation. Children are particularly vulnerable to the offensive and harmful content in the internet. The government should soon regulate a rule to protect the nations from negative influence from the internet.

1. What issue does the author argue?
2. Is the internet harmful for children? Why?
3. Does moving picture from internet give more harmful influence than text to people? Why?
4. What should government do to protect people?

## C. The Steps of Activity

### 1. Pre –activity

- a. Brainstorming by discussing the text

- b. Giving vocabularies of related text
- 2. Whilst
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
- 3. Post- activity
  - a. The teacher together with students evaluate students' performance
  - b. The teacher together with students evaluate students' performance
  - c. The teacher concludes the lesson

#### D. Recourses

Interlanguage: English for Senior High School Students XI

#### E. Assessment

- 1. Technique : Spoken Test
- 2. Form : Oral Present test
- 3. Instrument :
  - a. Read the text again. Then answer the questions.
  - b.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4

1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 10 July 2012

The English Teacher

The

Researcher

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## **LESSON PLAN**

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 2 (Two)  
Time allocation : 2 x 45 Minutes

### **Standard Competence**

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### **Basic Competence**

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### **Indicator**

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### **A. The goals**

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

B. The Lesson Item

The hortatory exposition text, e.g,

**Home Schooling**

Home schooling is an education system which provides child's main education programmed at home. Home schooling takes the place of full-time school attendance and, in the United States and Canada, it usually meets state requirements for compulsory education. Although home schooling could achieve the objectives of compulsory education, there are some points that should be noticed from the home schooling.

First, the idea of taking our children's education on home schooling can be a bit intimidating. Since our country is so large and the people are from so many different kinds of backgrounds, students need some kind of social glue to make them stick together and to give them a sense of unity in spite of all the differences. They will not get such a unity when they are in home schooling. They will get the sense of unity when they are in the compulsory public schools since it is the easiest and best places to make this glue.

Then, the home schooling may not be able to prepare children to fit into the mass society, which means, among other things, believing what most people believe and liking what most people like. Or it may not be able to help children to find a set of values with which they could resist and reject at least many of the values of the mass society.

Recognizing the lack of home schooling in the case of children's socialization opportunity, we should afford them abundant social opportunities. We can have active home school support groups. We can hold ongoing park days, meetings at the zoo, the science museum, book clubs,

history clubs, language clubs, home school scouting troops and many more options to provide them opportunities to socialize with others.

1. Do you know what home schooling is?
2. Do you believe that home schooling is not good? Why? Why not?
3. Can you mention some positive sides of home schooling?
4. Can you mention some negative sides of home schooling?
5. How can people manage the negative sides of home schooling?

### C. The Steps of Activity

1. Pre –activity
  - a. Brainstorming by discussing the text
  - b. Giving vocabularies of related text
2. Whilst
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
3. Post- activity



- a. The teacher together with students evaluate students' performance
- b. The teacher together with students evaluate students' performance
- c. The teacher concludes the lesson

**D. Recourses**

Interlanguage: English for Senior High School Students XI

**E. Assessment**

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :

- a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 12 July 2012

The English Teacher

The

Researcher

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## LESSON PLAN

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 3 (Three)  
Time allocation : 2 x 45 Minutes

### Standard Competence

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### Basic Competence

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### Indicator

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### A. The goals

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

#### B. The Lesson Item

The hortatory exposition text, e.g,

##### **Private School**

Private schools are schools that are not run by the government. They offer various types of schools and levels of education. Although the government does not directly run the private schools, the government should give more attention to private schools for some good reasons.

Private schools provide parents with an alternative to the state sector, and a learning environment, which might better suit their children. In addition, whilst there are many bad state schools, there are also bad private schools, and some excellent state schools which compete with the best private schools.

The existence of private education can actually be financially beneficial to state schools. The state funds the education system through taxation. Parents who do not send their children to state schools still pay the same taxes. Therefore, there is more money per child in the state sector. There is evidence that a large number of parents, who send their children to private schools, are both ‘first time buyers’ – i.e. neither parent attending a private school – and not from the privileged elite that the opposition would have us believe.

Based on the above discussion, it is obvious that the government should give more attention to private schools because they also contribute much in the education world.

1. What is a private school?
2. What advantages do we get from a private school?
3. What does the writer suggest that the government do?

#### C. The Steps of Activity

1. Pre –activity
  - a. Brainstorming by discussing the text
  - b. Giving vocabularies of related text
2. Whilst
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
3. Post- activity
  - a. The teacher together with students evaluate students’ performance
  - b. The teacher together with students evaluate students’ performance
  - b. The teacher concludes the lesson

#### D. Recourses

Interlanguage: English for Senior High School Students XI

#### E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :
  - a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4

1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 17 July 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari  
19651231.199403.1.031

## LESSON PLAN

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 4 (Four)  
Time allocation : 2 x 45 Minutes

### Standard Competence

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### Basic Competence

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### Indicator

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### A. The goals

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

B. The Lesson Item

The hortatory exposition text, e.g,

**Why are Diazinon and Dursband should be Banned**

Diazinon and dursban are chemicals used on lawns, gardens, agricultural crops and livestock as an insecticide or nematocide (for worms). They are banned for several good reasons.

Firstly, they cause nausea, dizziness, burning sensations, headaches, blurred visions, stomach and muscle cramps, twitching, diarrhea, aching joints, disorientation and an inability to concentrate.

Secondly, these chemicals cause human and animal birth defects in many areas of the human body including the brain, nervous system, teeth, eyes, ears, nipples and genitals. They can also cause profound growth and mental retardation when pregnant mothers are exposed. This may affect on lower birth weights of infants if mothers are exposed before and during pregnancy, and this is associated with lower IQs.

Finally, residues, of course, are on some foods--up to 14 days on lettuce, for example--and the chemical also seeps into the nearby water. Therefore, the government must be urged to keep the safety factor of pesticides paramount in their thinking. Children are so much more sensitive than adults to the toxic effects of chemicals

1. What does the text discuss?
2. Why Diazinon and dursban should be banned?
3. What would happen if a pregnant mother is exposed to diazinon or dursban?
4. What does the writer suggest that the government should do?

C. The Steps of Activity

1. Pre –activity

- a. Brainstorming by discussing the text
- b. Giving vocabularies of related text

2. Whilst

- a. The teacher gives text to the students
- b. The teacher ask to the students to read the same text individually
- c. The teacher divides the students into groups equal size



- d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
3. Post- activity
    - a. The teacher together with students evaluate students' performance
    - b. The teacher together with students evaluate students' performance
    - c. The teacher concludes the lesson

#### D. Recourses

Interlanguage: English for Senior High School Students XI

#### E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :

- a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 24 July 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## LESSON PLAN

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 5 (Five)  
Time allocation : 2 x 45 Minutes

### Standard Competence

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### Basic Competence

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### Indicator

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### A. The goals

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

#### B. The Lesson Item

The hortatory exposition text, e.g,

##### **Agriculture**

Nowadays, many people have realized that agriculture is much more important than as the supporting tools in economic development. In Indonesia, agriculture should be the priority of development because of some good reasons.

First of all, the agriculture's contribution in the beginning of the development is highest among the other sectors. At present, almost half of total Indonesian labors are working in agriculture sector, but the contribution of agriculture sector does not reach 30 percent.

Second, agriculture sector is expected to fulfill the need of food in a country. As the number of population increase in an alarming rate each year, food supply must also increase. But in developing countries, food production and agricultural production per capita never increase more than one percent each year, and in some extreme case, it even stagnant.

Last but not least, without agricultural development, the growth of industrial sector will be hampered because the growth that comes from industry will bring a wider gap into the internal economy in that country. In turn, this gap will create serious poverty problem, wider inequality of income distribution, and increase unemployment.

Based on the above discussion, it is obvious that the government should put agriculture as the priority of national development.

1. What do Indonesian people do mostly?
2. What is the further effect if we have poor development of agriculture?
3. Why is it important to increase the agriculture sector in relation to food production?
4. What does the writer suggest that the government should do?

#### C. The Steps of Activity

1. Pre –activity
  - a. Brainstorming by discussing the text
  - b. Giving vocabularies of related text
2. Whilst

- a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
3. Post- activity
- a. The teacher together with students evaluate students' performance
  - b. The teacher together with students evaluate students' performance
  - c. The teacher concludes the lesson

D. Recourses

Interlanguage: English for Senior High School Students XI

E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :

- a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				
2	Fluently				

3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 26 July 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari  
19651231.199403.1.031

## LESSON PLAN

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 6 (Six)  
Time allocation : 2 x 45 Minutes

### Standard Competence

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### Basic Competence

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### Indicator

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### A. The goals

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

B. The Lesson Item

The hortatory exposition text, e.g,

**School Uniform, another Good Lesson**

School uniform is special clothes worn by all students of a particular school. The uniform of a school may differ from others. Why should schools use uniforms? Below are some reasons. The Government Should Build More Boarding Schools.

First of all, Notre Dame's Department of Sociology produced a study in 1998 concerning school uniforms. Their findings using 10th grade students showed that uniforms have no direct effect on "substance abuse, behavioral problems or attendance." It also claimed a negative effect on student achievements for those students considered 'pro-school'.

Secondly, uniform helps to create a strong sense school ethos and a sense of belonging to a particular community. As such it promotes discipline and helps to drive up academic standards, which is why a uniform is often adopted by schools which are being reopened with a fresh start after being classified as failing.

Finally, uniform acts as a social leveler, under which all students are equal in the eyes of the school and of each other. In institutions without uniform students are often competitive and worry endlessly about their appearance and the clothes they should wear. Pupils without expensive designer clothes and trainers may be singled out as social outcasts, or stigmatized as being from poor backgrounds. For these reasons many parents prefer uniforms as they save them money on buying clothes for school wear.

Considering the findings, schools should implement the uniform as their identity. The government should also publish some kind of rule which makes uniform compulsory for schools.

1. What is school uniform according to the text?
2. What is the finding of the research by Notre Dame's Department of Sociology?
3. What is the relation between school uniform and students' ethos and discipline?
4. Why do parents prefer uniforms than casual clothes?
5. What does the writer suggest?



### C. The Steps of Activity

#### 1. Pre –activity

- a. Brainstorming by discussing the text
- b. Giving vocabularies of related text

#### 2. Whilst

- a. The teacher gives text to the students
- b. The teacher ask to the students to read the same text individually
- c. The teacher divides the students into groups equal size
- d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
- e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
- f. The teacher ask to the students to reassemble the group to organize the data
- g. The teacher ask to the students each group to present in front of

#### 3. Post- activity

- a. The teacher together with students evaluate students' performance
- b. The teacher together with students evaluate students' performance
- c. The teacher concludes the lesson

### D. Recourses

Interlanguage: English for Senior High School Students XI

### E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :
  - a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				

2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 2 August 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## **LESSON PLAN**

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 7 (Seven)  
Time allocation : 2 x 45 Minutes

### **Standard Competence**

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### **Basic Competence**

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### **Indicator**

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### **A. The goals**

1. The students are able to understand and respond the monologue text of hortatory exposition

2. The students are able to express their opinion of hortatory exposition text orally

B. The Lesson Item

The hortatory exposition text, e.g,

**Indonesian People Should Value All the Different Cultures to Promote  
Unity of the Nation.**

Indonesia is a culturally-diverse country. Many different religions and cultures from many provinces are now seen living side by side in many places. One of the biggest questions facing Indonesian today is how to deal with a culturally diverse citizenry and then promote unity. Therefore, Indonesians should appreciate differences among culture for the following reasons.

Firstly, Indonesia is vulnerable to separation for its archipelago and culture diversity. Raising tolerance among people is the best way to maintain the unity among differences. Many ways or cultures of living are equally legal, even if they are not regarded as normal by some people. If a society claims to be tolerant of personal choice, then it must respect the personal choice to retain their heritage. Then, unity of the nation can be preserved.

Secondly, Indonesians must recognize that every culture has different customs and beliefs. Thus, people are forbidden to make judgments of comparative value, for it is measuring something unmeasured. A plurality of nations, especially in the modern era, can allow for cultural development and cultural exchange that benefits both parties. The cross-cultural understanding among cultures makes the world a better place and preserves the unity of the nation.

Lastly, raising nationalism is one way to preserve unity of the nation. It is a sense of fellow-feeling between group members. This promotes cooperation

and social cohesion within the group. The sense of social cooperation makes welfare, social security and medical programs much more likely and stronger.

Cultural differences are sometime a sensitive matter for people. Indonesian people must teach younger generation about the importance of the cultural identity and nationalism to promote unity of the nation.

1. What issue does the author argue?
2. Why should Indonesian people raise the tolerance among them?
3. Why is it forbidden to make a judgment of comparative value of other cultures?
4. What is the benefit of a plurality of a nation?
5. What recommendation does the author propose?

### C. The Steps of Activity

1. Pre –activity
  - a. Brainstorming by discussing the text
  - b. Giving vocabularies of related text
2. Whilst
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size
  - d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.

- f. The teacher ask to the students to reassemble the group to organize the data
- g. The teacher ask to the students each group to present in front of
3. Post- activity
  - a. The teacher together with students evaluate students' performance
  - b. The teacher together with students evaluate students' performance
  - c. The teacher concludes the lesson

#### D. Recourses

Interlanguage: English for Senior High School Students XI

#### E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :
  - a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 8 August 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## **LESSON PLAN**

School : Madrasah Aliyah Diniyah Putri Pekanbaru  
Subject : English  
Class/Semester : XI / 2  
Meeting : 8 (Eight)  
Time allocation : 2 x 45 Minutes

### **Standard Competence**

1. Understanding the meaning in the monologue text in the form of hortatory exposition text accurately, fluently, and contextually and accessing knowledge.
2. Expressing the meaning in the monologue text in the form of hortatory exposition accurately, fluently, and contextually and accessing knowledge.

### **Basic Competence**

1. Understanding and responding the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.
2. Expressing the meaning in monologue text which uses various oral languages accurately, fluently, and contextually in the form of hortatory exposition.

### **Indicator**

1. Responding the monologue text of hortatory exposition
2. Monologue in the form of hortatory exposition

#### **A. The goals**

1. The students are able to understand and respond the monologue text of hortatory exposition



2. The students are able to express their opinion of hortatory exposition text orally

B. The Lesson Item

The hortatory exposition text, e.g,

**Can AFI guarantee one to be a talented singer?**

No one can deny that AFI ( Akademi Fantasi Indosiar) has fascinated many fans around the nation. As one of the many talent search shows, AFI is bound to be compared with other reality show such as “Indonesian Idol”, “Katakan Cinta”, “Playboy Kabel Bersaudara”, and so on.

AFI has offered a unique package for viewers, a combination between a reality show and a talent show. Their way of finding real entertainers has increased the public’s awareness of the difficulties in reaching the top in the entertainment business.

But frankly saying, AFI has not fully succeeded in reaching its main goal. If you take an objective look at a number of the winners, you’ll see that they are not yet able to fill the most basic requirements, which is to sing properly. This is ironic, considering all the criticism coming from the judges about pith tones, tempos, and everything that has to do with becoming a good singer.

Thus, if we want to improve the Indonesian music industry, we should really think about the singer’s and the musician’s talents and train them appropriately, so that they can be a professional singer or musician in the future.

Question:

1. What does AFI offer to TV viewers?
2. Does AFI offer its winner fast popularity? Why?
3. According to the writer, how can we improve the Indonesian music industry?
4. Do you agree with the writer’s opinion? Why/why not?

C. The Steps of Activity

1. Pre –activity
  - a. Brainstorming by discussing the text
  - b. Giving vocabularies of related text
2. Whilst
  - a. The teacher gives text to the students
  - b. The teacher ask to the students to read the same text individually
  - c. The teacher divides the students into groups equal size

- d. The teacher asks to the students to answer three questions and each group member prepares an interview sheet and they should fill in his own answer first.
  - e. The teacher asks to the students to make a new group to get the answers from all of the others member of the group.
  - f. The teacher ask to the students to reassemble the group to organize the data
  - g. The teacher ask to the students each group to present in front of
3. Post- activity
- a. The teacher together with students evaluate students' performance
  - b. The teacher together with students evaluate students' performance
  - c. The teacher concludes the lesson

#### D. Recourses

Look Ahead: An English Course for Senior High School Students Year XI

#### E. Assessment

1. Technique : Spoken Test
2. Form : Oral Present test
3. Instrument :
  - a. Read the text again. Then answer the questions.

Assessment aspect of speaking monologue hortatory exposition

No	Aspects Assessed	Score			
		1	2	3	4
1	Accent				
2	Fluently				
3	Vocabulary				
4	Grammatical				
5	Comprehension				
Total					
Maximum Score		20			

Explanation of score:

1 = incompetent

2 = competent enough

3 = competent

4 = very competent

$$\text{Final Score} = \frac{\text{Total Score}}{\text{Maximum Score}} \times 90$$

Pekanbaru, 6 September 2012

The English Teacher  
Researcher

The

Antonius Eka Putra, S. Pd

Hardiati

NIM.10714000835

Known by

Headmaster of MA Diniyah Putri Pekanbaru

Drs. Musdari

19651231.199403.1.031

## **PRE- TEST**

### **Instructions**

1. Answer the question bellow base on the text!

#### **Should Ads Be Banned from TV Programs**

I am writing to complain about ads on TV. These are so many ads, especially during my favorite programs. I think they should be stopped for a number a reasons.

Firs, ads are a nuisance. They go on for a long time there are so many. Sometimes there seems to be more ads than programs.

Second, ads are a bad influence on people. They try to encourage people to buy unhealthy food like beers, soft drink, candies, and chips. In other words, they make people want things they do not really need and cannot afford.

Finally, ads play role in what programs people watch. That is because there are lots of ads in popular programs that a lot of people watch. Some programs which are not so popular get stopped because they do not attract enough ads, even though those programs may be someone's favorite.

For those reasons, I think TV stations should stop showing ads. They interrupt programs. They are a bad influence on people and they sometimes put a stop to people's favorite shows. I am sick of ads and now I mostly watch movie in cinema.

1. Dou you like watching TV? What TV program that you like?
2. In your idea, do those ads bother your TV program?

3. Do you agree with this opinion that should advertisement be banned from TV programs? Why? / Why not?

## POST- TEST

### Instructions

1. Answer the question bellow based on the text!

#### **Corruption**

Do you know what the meaning of corruption is? What is the relation between money and corruption? Well, corruption is common everywhere in the world, even in the U.S. It's just a matter of intensity. However, it is quite shocking when one reliable survey claims Jakarta as the most corrupt place in Indonesia.

The survey has made me sad, actually, because I stay and earn a living here in the capital. As most people know, Tanjung Priok port smuggling is not a new thing at all. Entrepreneurs who want to minimize their tax payments tend to do such a thing more often. They even bribe the officials.

Well, I think the measures taken so far to overcome the problem by punishing the corruptors is still not far enough. We have to prevent the younger generations from getting a bad mentality caused by corruption.

I believe we should start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption. We must not make any distinctions.

1. Do you know what the meaning of corruption is?
2. In your idea, do those the corruption bothers our country?
3. Do you agree with this opinion that should we start at the earliest stages in school and I think everyone should be involved in the effort to eradicate corruption? Why? / Why not?